EDU 702.22

Wiki Assignment # 7– November 19, 2009

Sharon G. and Susan Camp.

ANNOTATIONS

Desimone, L. (1999). Linking Parent Involvement with Student Achievement: Do Race and Income Matter? The Journal of Educational Research, Vol. 93, No. 1 (Sep.-Oct., 1999), pp. 11-30 Published by: Heldref Publications Retrieved on November 18, 2009 from http://www.jstor.org/stable/27542243

This article compares the different types of parent involvement and the impact on student achievement. Overall, twelve types of parental involvement were researched as it relates to racial, social and economic backgrounds. The article tries to identify what factors within racial groups have the negative impact on student performance.

Henderson, A. & Berla, N. (1994). A New Generation of Evidence: The family is Critical to Student Achievement.Retrieved from ERIC on November 18, 2009. http://eric.ed.gov/ERICDocs/

This report focuses on the importance of family involvement on student achievement as opposed to the impact of the students’ social and economic status. The researchers set out to prove that with three key components: high expectations set by the parents, a home environment conducive to learning, and parents being involved and taking an interest in their child’s work, every child will achieve.

Hoover-Dempsey, K. & Walker, J. (2005). Why Do Parents Become Involved? Research Findings and Implications. Elementary School Journal, v106 n1 p105. Retrieved November 12, 2009, from http://web.ebscohost.com.ez-proxy.brooklyn.cuny.edu.2048/ehost/del

This evaluative journal article examines a model of the parent involvement process that focused on understanding why parents become involved in their children’s education and how their involvement influences student outcomes. Suggestions were offered based on the review, for more research to understand what motivates parents to get involved and the effectiveness of that involvement through school and family practices across numerous school communities.

Wearmouth, J. (2004). Issues in Addressing Children’s Difficulties in Literacy Development through Family-School Partnerships. Curriculum Journal, v15 n1 p5-17 Jan 2004. Retrieved November 12, 2009, from http://web.ebscohost.com.ez-proxy.brooklyn.c cuny.edu:2048/ehost/del…

This report focuses on the support offered to students who require special resourcing by family-school partnerships in Literacy Development. It outlines the fundamental importance of schools recognizing the needs of the learners and implement effective home-school literacy programs, which can draw on all available resources to alleviate the difficulties face by learners in their literacy development.

Yap, 0. K. & Enoki, D. (2007). In Search of the Elusive Magic Bullet: Parental Involvement and Student Outcomes, Perceptions of Parent Involvement in Academic Achievement. Retrieved September 30, 2009, from http://www.eric.ed.gov

This study utilized questionnaires to collect data about parental activities and involvement at home. It focused on Asian families earning less than 20,000 dollars per year who attended Tile 1 schools (Chapter 1 schools). The study indicates that implementation of policies on a school, district or government level to improve reading achievement among students does not compare to the outcomes that direct parent involvement receives.